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OCTOBER
1953

Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION





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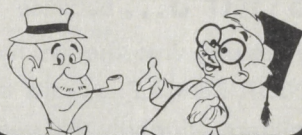
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THIS MONTH'S COVER

If you like mountains and mountain scenery, visit the chalets of the Banff School of Fine Arts. Located on the slope of Tunnel Mountain, they command an impressive view of the valley looking towards the west. Banff workshopers spent a week in these surroundings and in these chalets during August 16-23.

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OVERCROWDING

Classes of 40 and 50 are becoming too common in Alberta schools. Believe it or not some teachers have reported enrollments of as high as 63 in their classes. True, most of these reports come from our urban areas, but others come from widely separated districts and divisions in the province.

Emergency or Normal

Increasing school population has imposed heavy building programmes on school boards. New schools are full and overflowing almost before completion. Additions become necessary to new as well as to old. In the emergency, even old buildings are converted to classrooms. But all of this is not enough.

Schools of eight rooms frequently accommodate a dozen or more classes. Basements, playrooms, auditoriums, gymnasiums, even the stages, fall victim to the pressing need. If that isn't enough, classes are double-shifted so that one classroom can serve two groups.

Due to the desperate need for more classroom space, administrators and school boards use all available room to the limit of physical capacity. So we have classes of 40 or 50 and up. Ten years ago, these were emergency measures. Today, they are beginning to be accepted as normal.

Methods and Numbers

All the literature of educational research shows that the upper limit of class numbers should be about 30. Modern curricula and teaching techniques have been designed for such numbers or less. It is nothing short of travesty to attempt to use modern teaching methods in overloaded classes. The accompanying frustration and the pressure of numbers is almost certain to reduce teacher efficiency drastically, if not to result in nervous breakdown. Teachers who cope with and survive heavy class loads develop defence mechanisms—rote teaching and busy-work. A year or two of this type of experience and another teacher is ready to do almost anything except teaching.

The Double Shift

When there aren't enough classrooms for classes, school boards adopt the double-shift. Two classes use the same room, one in the morning and the other in the afternoon. Technically, the school's facilities can be expanded to service double the normal enrollment. The programme must be sharply reduced because the pupil day is just one-half of the regular school day. Practically all social experiences and the so-called frills must be dropped from the course in the double-shift. The educative experience of a normal programme is replaced by what is little more than schooling. Some parents, but not all, know this and don't like it.

Double-shift teachers spend their morning or afternoon in preparation of materials. During their teaching time they attempt to cover full programmes in the skill subjects. Most teachers do not like this type of teaching because it is done under pressure and is a poor substitute for the professional job they have been trained to do.

What Teachers Should Do

The time for a showdown is here. We know that large classes reduce teacher-efficiency to a fraction of what it can be. We know that it is human nature for school boards to pack more and more into a classroom to accommodate the flood of new students advancing on our schools. We know that as long as teachers accept heavy class loads that they will get them. The time for plain talk is now.

First, we must tell school authorities and the general public that normal school programmes cannot and will not be carried in overloaded classes. Only minimal courses with mass instruction techniques can be offered to heavy classes. Everyone must be told to expect inferior educative experiences for the students. Parents, in particular, should be shown what to expect in classes of 40, 50 and up.

Secondly, we must focus attention on the problem by our actions. Teachers must register objection on every occasion to heavy classes. Unless they do, no one else will. One method used is that of adding overload clauses in salary schedules. This will be effective in proportion to the size of the allowance for overload. It should be instituted as a deterrent which will cause trustees to look more closely at the overcrowding problem.

The influence and support of all organizations should be sought to bring the issue into sharp focus. So far, heavy enrollments have been the cross of the teacher. It's time we shifted the load.

Teachers' Pensions in Alberta

CATHERINE E. BERRY*

Assistant Secretary-Treasurer, Board of Administrators,
Teachers' Retirement Fund

PENSIONS and benefit plans of many kinds have become of great importance, to employers and employees in industry and in the professions. Because of the emphasis given to pensions by the Alberta Teachers' Association during the last two or three years, a fifth course, *Pensions*, was added to the 1953 Banff Workshop.

Objectives of Course

The material of the course was presented in relation to *The Teachers' Retirement Fund Act* and *By-law No. 1 of 1948*, with the purpose of:

1. Enabling teachers to understand the principles of the Alberta Teachers' Association pension scheme, so that they may evaluate proposed changes in the Act and By-laws,
2. Enabling teachers to have a knowledge of the Act and By-laws, so that they may deal with pension matters in their locals,
3. Encouraging teachers to write to the Board of Administrators about specific questions,
4. Giving teachers a general idea of the finances of the Fund, including income, expenditures, investments, the unfunded liability, and main parts of the 1950 actuarial survey.

Types of Pension Plans

To understand any pension plan, some knowledge of the types of pension plans,

and the ways in which they are underwritten is essential.

One form of pension is the "Money Purchase" type, where the pension is the amount which can be purchased by the accumulated contributions of the employee. A "Uniform Benefit" plan provides a pension of a fixed amount, generally based on the years of the employee's service, without relation to his earnings. A "Service Pension plus Annuity" is a combination of the Money Purchase and the Uniform Benefit. An "Average Earnings" pension is a percentage of the average earnings for the whole period of employment, for each year of service. The "Final Earnings" type of pension is one which is a percentage of the average earnings for the last few years of employment, for each year of service. This last type of pension is the most common one among teachers' plans in Canada, and the Alberta pension scheme is, in effect, this type of pension.

Some pensions are provided through annuity contracts underwritten by an insurance company, or by the Canadian Government. Others are provided through trust funds, administered by a Trust Company or, as is the Alberta scheme, self-administered. A few are provided on a "pay-as-you-go" basis.

Some pension schemes are fully funded, while others, such as the Alberta scheme, are only partially funded. To be fully funded the Fund must have

* The course on Pensions was given by A. F. Pierce of William M. Mercer Limited, Calgary; Eric C. Ansley, Secretary-Treasurer of the Board of Administrators, and Miss C. E. Berry. Mr. Pierce dealt with the financial aspects of the Fund, the different types of pension plans, and the methods of funding. Mr. Ansley outlined the development of the Teachers' Retirement Fund and the principles of the scheme, and Miss Berry reviewed *The Teachers' Retirement Fund Act* and *By-law No. 1 of 1948*. This article was prepared by Miss Berry on behalf of the three consultants.



Pay as you go? Actuarially sound? These were some of the questions discussed by the Pensions group. Catherine Berry, Alan Pierce and Eric Ansley are shown in the background.

sufficient assets to equal the value of all the accrued benefits at any given time. Partially funded schemes are considered to be "actuarially sound" if the contributions received are sufficient to pay accruing benefits, and to pay the interest on the "unfunded liability." The "unfunded liability" is the difference between the cost of all the benefits which may be expected to be paid out of the Fund, and the value of all present assets and all contributions which may be expected to be received.

History of TRF

Alberta was the last unit of the British Commonwealth of Nations to establish a pension plan for teachers. Pensions had been under discussion for many years however, and in 1928 the Alberta Teachers' Association submitted a proposed pension plan to the legislature. This plan was similar to our present one, in some respects, and was based on the principle of equal contributions from employer and employee. It also required that the Fund should be actuarially sound. The legislature did not pass the bill.

In 1935, Mr. William Aberhart gave the teachers of Alberta the assurance that they would be given a pension plan, and in 1939 *The Teachers' Retirement*

Fund Act was passed. This provided a pension of \$25 a month to all teachers with twenty years of teaching service. As the financial position of the Fund improved, this amount was increased until, in 1947, it became \$40 a month.

In 1946 the Alberta Teachers' Association asked the government to consider a new pension plan, which was a service pension plus annuity plan, known as the "Hicks-Rosborough" scheme. The government asked the teachers to wait until consideration had been given to a new scheme for the civil servants.

In March 1947, *The Public Service Pension Act* was passed, and in July, 1947, the Alberta Teachers' Association asked that the teachers be included under this act. The request was not granted, but in March, 1948, *The Teachers' Retirement Fund Act* was amended to give the teachers a pension plan similar to that of the civil servants, except that the rate used in determining the amount of pension was 1½% instead of 2%.

Principles of TRF

In the negotiations between the Alberta Teachers' Association and the Government, and which resulted in the amendment to *The Teachers' Retirement*

(Continued on Page 32)

Administration in The ATA

LARS OLSON

President Alberta Teachers' Association
Consultant, Banff Workshop

ONCE again it is my privilege to report on the work of the Administration group at our Banff Workshop.

This year the general course was divided into five parts, one more than at previous sessions. This necessitated two evening sessions as well as morning and afternoon. One might expect such prolonged study to dampen the spirits of teachers meeting in midsummer, but on the contrary, it seemed rather to sharpen and enliven interest and discussion. While we had planned to terminate each period at a fixed time, this was often impossible because enthusiasm knows no time limits.

An outline of our organization was presented for discussion but no attempt was made to fit each group into a certain pattern. Consequently, not all phases of the outline were considered but rather the parts most interesting to each group. **All the Machinery, But—**

It seems apparent that our organization stands on firm ground and that we

have all the machinery necessary to carry on our work effectively. However, certain weaknesses in operation are evident. We still have trouble in getting all our teachers to attend sub-local and local meetings. We still have trouble in keeping all teachers working effectively for their professional organization, and for education in general. Perhaps this is caused by difficulties such as overwork, distance, lack of transportation facilities, roads, etc.

One of the purposes of our annual workshop at Banff is to stimulate teachers to take a more active part in all teacher problems. We are trying to make the teachers' work within and without the classroom more effective. It is my opinion that we are succeeding, as locals are better organized and better informed than ever before.

Whatever is learned at our workshop about public relations, group planning, salary negotiations, pensions or education writing should be funnelled into our

How does the ATA function? Lars Olson, consultant, and one of the workshop groups look at administrative problems.



organization through sub-local and local channels.

What They Thought

I will list some of the topics of discussions and also a few of the recommendations considered feasible.

Library—All agreed that greater use should be made of our central professional library. Books are available in package lots. We encourage teachers to send for packages or for books on specific topics.

Magazine—It was recommended that if, without disturbing the format and layout, each article should be complete in consecutive order. The teachers would like to get the fall issue of the Magazine at an earlier date. Suggestions were made for including a problem and answer section. It was suggested that the teachers be encouraged to write to the editor commenting on material published.

Handbook—Four out of five groups agreed that it would be desirable to print a condensed outline of the main phases of ATA policy in the new handbook.

Code of Ethics—More stress should be placed on our Code of Ethics. An early fall meeting of the sub-local or local should be devoted to a study of same or consideration should be given to a printed card form for schoolroom display.

Representatives at Banff—It would be desirable to have delegates who are members of their local executives. Full use should be made of these delegates in all phases of organization.

Sublocal—Regular meetings are most effective. A printed agenda is useful. Stress the professional side of our work at meetings but do not exclude social interests. A cup of coffee helps to break down reserve. In many places the sub-local is devoted to extra-curricular activities such as festivals, educational clubs, track meets, and other local projects. Encourage all teachers to meet on common ground.

Local Organization—It is recognized

that the local is the official group but in many areas, locals cannot meet very often, because distances are too great. While local rallies are desirable, where such are not possible on regular occasions, the local executive should meet regularly. In all cases a carefully planned agenda is useful. Continuity of officers is good policy. To bring in new members establishes a regular progression through the offices. The secretary is the key person. Try to retain his services for some time. To assist in this an honorarium is suggested.

Local officers should be given a mileage rate for attendance at meetings. They are working for all the teachers and should not be out of pocket for expenses. When the district representative is invited to a local meeting, sufficient time should be given him to warrant the cost of his trip to the meeting. The number of meetings may depend on the geographic location. Councillors should be regular members of the local executive and should be considered as the local's representatives for the entire year. The local should have the right to send a representative to all school board meetings.

Geographic Council—It is considered good policy to enable the executive officers and other interested teachers in a geographical area to meet periodically with their representative on the provincial executive. Two meetings per year have been suggested.

An article of this kind is at best a brief resume of the activities and recommendations of the Administration group and no attempt has been made to include everything discussed. I would urge you to contact your delegate, get his impressions, and ask his help in promoting the affairs of your local.

In closing, I should like to thank each and every member of the groups for active participation and useful suggestions. Thanks also are extended to all teachers, including the members of the provincial executive for the opportunity of again leading this group.

Collective Bargaining

H. J. M. ROSS

Executive Alberta Teachers' Association
Consultant, Banff Workshop

STOP that leak" might well have been the theme of the collective bargaining groups at the Banff Workshop. The leak, of course, is the drift away from the teaching profession of our trained educators.

The opinion of the groups was that the teaching profession is getting a heavy if not disproportionate, share of high school graduates compared to other vocations and professions. To increase the number of Faculty of Education entrants sufficiently to meet the teacher shortage is impossible and since we are training more teachers than are needed, the obvious answer to the problem is to induce teachers to remain in the profession.

This year saw a new development at the Workshop. The Alberta Teachers' Association has never had a provincial policy committee which gave opinions or attempted to guide policy for the locals. On occasion important decisions have been made by General Meetings, but otherwise the locals have formulated their own programmes. This year, in addition to studying proper procedures and techniques of collective bargaining, the groups made important decisions in the following three fields of salary schedules: (1) trends in schedules, (2) innovations, and (3) provincial salary schedule.

Trends: One of the basic causes of the teaching shortage is the lack of top positions with commensurate pay.

Teaching must provide a worthwhile career for people of ability. With this in mind, it was recommended that the emphasis on 1954 and 1955 schedules should be on single ladder schedules with

increased amounts paid for training, supervision, and annual increments, and that only a second emphasis should be placed on the minimum.

Innovations: The best interests of all parties is best served by making negotiations as pleasant and expedient as possible. In this connection two suggestions were endorsed.

The first involves a procedure for accelerating negotiations. Last year the ATA and the ASTA met under the chairmanship of the Board of Industrial Relations to discuss this problem. Unanimous agreement was reached and identical recommendations sent out to both boards and locals. Should you wish further information, write to the office.

The second recommendation involves large area negotiation. It was suggested that the ATA locals in a zone establish a salary policy committee and after having a proposed schedule ratified by their locals, their joint negotiating committee of two or three members should meet a zone committee of the boards and negotiate the general principles of a schedule. Legally, of course, the agreement would not be binding but it could be accepted and signed after local amendments by the participating locals and boards. It could also, of course, be rejected in its entirety.

Under the heading of innovations, the question of teaching overload was introduced. Classroom enrollment is going up steadily and there is a limit to the number of pupils a teacher can handle, not only for the welfare of the student but for the welfare of the teacher as well. To remove part of the economic

inducement to overload, it was recommended that for each pupil in excess of thirty per classroom there should be a per capita payment to the teacher. The following year will undoubtedly see overload clauses in many schedules.

Provincial Salary Schedule: Considerable discussion centered around this topic. Since the ramifications of a provincial salary schedule are so complex, the need for caution and much study was expressed. At this time, it was felt that many aspects needed clarifying and, in particular, five points were raised.

The first of these was the question of what would happen to experimentation in salary schedule design. The first crude schedules developed into positional schedules and gradually they have become almost completely supplanted by single. The trend now is markedly towards single laddered. This is an evolutionary process that could not take place if there was one master schedule for the province. In brief, we would probably lose flexibility and experimentation in salary schedule design.

Secondly, as long as teachers are relatively underpaid there will be a teacher shortage. The law of supply and demand inevitably produces some degree of competition among school boards which re-

flects itself in salary schedules. Would the teaching profession be throwing away a bargaining lever? If we had had a provincial salary schedule ten years ago would the basic be \$2,000? degrees \$900?

A third question raised was as to how close we would be to drifting into a salary commission. One of the rights of the Western World is the right of the employee to have the right of discussion concerning conditions of work and returns for labour, and with it the supreme right of free men to withdraw their services if the conditions are not reasonable. Vigorous opposition to any departure from collective bargaining was expressed. Insofar as commissions were concerned, information showed that wherever commissions set salaries they are very low. In our own province, if the salaries set by commission for our school superintendents can be accepted as a criterion then the salaries paid to teachers would be indeed low.

A fourth point would be the difficulties encountered in making use of the full provisions of *The Alberta Labour Act*.

The fifth and last point was the question of money. If provincial and federal governments will not increase grants for

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H. J. M. Ross, consultant, with a group discussing trends and innovations in salary schedule structure.



Tested Techniques of Public Relations

STEWART HARRAL

WHAT do we mean by public relations? It is a science which seeks to bring about a harmony of understanding between any group and the public it serves and upon whose good will it depends.

Public relations involves more than transmission of facts. Rightly used, this social science (1) informs administrators and school personnel what the public thinks of education; (2) helps school leaders determine what they must do to gain the support and good will of others; (3) plans ways and means of getting that support; (4) shows the changes in the climate of public opinion; and (5) carries on activities designed to win and hold cooperation and support. In the process of doing these things, it encompasses a great many functions, concepts, and techniques.

The development of a successful public relations program is dependent upon a great many factors. Each community, for instance, has certain unique characteristics and problems. No two leaders use exactly the same types of strategy. So you see that the "how" of producing certain results means that the administrator or teacher must choose from a wide variety of media, techniques, and personalities. Then he must set in operation certain methods which he believes will gain favourable public opinion.

What the public thinks of your school system is the total of what it thinks of the individual parts. Every impression, every act, every event—indeed, everything about a school system has public relations consequences.

How can a school leader improve his public relations? First, he must be conscious of the tremendous power of public opinion in community life. Then he

Dr. Stewart Harral is Director of Public Relations Studies, University of Oklahoma. He is the author of several outstanding books on education publicity and is a distinguished consultant and speaker in his field.

must launch positive and far-reaching methods and activities which will build good will, support, and understanding. At all times, he must be in close touch with the opinion makers—the men and women whose ideas and opinions radiate through their groups and friends.

Mere skill is not enough. Back of educational leadership there must be integrity. School personnel must be qualified. They must prove that they are doing an effective job. Actually, the message of the schools must be solid at its core, socially constructive, and durable in value. If not, the public will reject it.

Public Relations Mean Teamwork

Public relations cannot be delegated to one person, one committee or one group. To be sure, you must have central authority—some person or group to coordinate all phases of the program. That is putting the direction where it belongs. But the performance—the overall program in its myriad procedures and methods—must be the responsibility of administrators, teachers, students, board members, non-teaching personnel, and all others who are alert to the potentialities for building favorable public attitudes in all contacts.

Even a small school can organize a public relations committee. Why does



As the pupil thinks of the teacher, so the home thinks of the school. Stewart Harral shows the delegates where to look for the front line in Public Relations.

one committee succeed and another die? Here are some causes of "slow death": (1) lack of leadership, (2) one person dominates the group, (3) no objective, (4) program too broad and inclusive, (5) lack of cooperation between the committee and the group it is attempting to serve, (6) lack of push or drive, (7) lack of variety in program structure, (8) duties are vague, (9) lack of social meetings, (10) sessions too long, (11) lack of definite meeting time, and others. Who must spark a successful committee? It's the chairman.

Cooperation With Other Groups

Today's schools are community centered. This means that support for schools will grow as the public is made a partner both in the planning and in the administration of the school program. Problems of schools can often be taken to the people for analysis and study. Lay participation of this kind is increasing and may well be the most important single development in education in the last decade.

Parents are eager to help in school affairs. Extend the number of parent workers beyond the handful who are active in school-parent groups. Use more

parents on all school committees. Make an effort to increase the number of parents who attend school affairs. Why? Understanding of the schools will increase as more parents understand and participate in school programs.

Teachers Play Vital Role

"As the pupil thinks of the teacher, so the home thinks of the school." Public regard for schools can never reach a higher level than those who teach. Here is the front line of public relations. Day after day, hour after hour, the teachers are making impressions which carry a terrific impact into community life.

How can a teacher improve his public relations? Here are a few ways: (1) by taking an active part in community organizations, (2) by knowing each pupil as an individual, (3) by knowing key persons in the community, (4) by being diplomatic and tactful in all relationships, (5) by being friendly to all, (6) by knowing as many parents of the students as possible, (7) by using more students in planning and carrying out school activities, (8) by growing professionally (workshops, travel, summer school, literature, etc.), and (9) by being

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Writing is fun. Paul Bagwell shows embryo writers that it is also an art and that it is not as easy as it appears.

It Really Was

J. COUSINS

WRITING is fun!" said Paul D. Bagwell of Michigan State College to the members of the Writers' Course at the ATA Banff Workshop.

"Fun?" I thought "—more drivel about unity, emphasis and coherence?—more paragraphs and parallel construction?—more introduction, body, and conclusion? Fun? It can't be! But it was."

I must admit that I approached the course with a feeling of dread. "What have I let myself in for?" I wondered.

When I found that we were to work in groups, my spirits fell lower still. I have always been dedicated to the proposition that group conclusions are always at the level of the least intelligent member of that group. Now, I face this problem. Either (1) I have been wrong, or (2) our group was highly intelligent or (3) I was the least intelligent member. Our groups pitched in and supplied an avalanche of information and ideas

which made up for the lack of reference material.

Immediately after our first collective outburst on what we wanted to learn during our week at Banff, Dr. Bagwell plunged into the study of the writing of articles for publication. (He assumed that we knew the mechanics.) We studied the basic ideas and took copies of *MacLean's*, *Collier's* and *The Saturday Evening Post* to observe these ideas in action. We saw how such men as Sidney Katz, Lionel Shapiro, and Robert C. Ruark caught and held the attention of the reader.

Imagine that you are taking the course with me. Think how the modern reader is pressed for time. It takes good bait to catch him. As he leafs idly through the magazine he seems to say "Ho hum! What's worth reading?" We try to make him hesitate by a striking title to lure him into glancing at the beginning of

our article. We try to hold him with a stimulating opening paragraph—an intriguing incident, an apparent paradox, or even a shocking statement.

You notice that I speak of “a reader” because only one person reads an article at a time. So, we must think only of this person.

Now our reader says to himself “Why bring that up?”—and we must relate our theme to his interest. If we have a special “angle” or “gimmick,” so much the better. I am trying to convince you that the writing for publication that you have always wanted to do is within your grasp—if you keep one or two simple ideas in mind.

“For instance?” says the reader and we must give him some specific examples. How many educational articles have you cast aside in disgust because they were full of generalities? or because they reminded you of Normal School lectures? (Don’t give up. I have some reasonable “for instances” coming.)

Finally our reader says “So what?” and we must give our reason or sum up our main purpose in writing our article. In any case, I must make you think: “Boy! I’ve got to take that course!” or “By Golly, I’m going to write that article.”

In argumentative articles, the steps are a little different. After gaining attention in the “Ho hum” stage, we identify and define our problem and give reasons for its importance. Step three will be our solution. We must be careful to weigh other possible solutions, perhaps damning them with faint praise. Then, for the “So what?” we try to make the reader act on our plan. In other words—we close the sale.

Another way in which we may save the precious time of our reader is by en-

abling him to grasp our material more quickly. That is, improve the readability.

How often have you been told that your writing was pedantic or heavy or verbose or other uncomplimentary terms? Yet you have rarely been told *why* it was so. Therefore, you were at a loss to know how to improve your style.

Rudolf Flesch, while at New York University, made the first really scientific attack on this problem. So successful was he that he was retained by *Life*, *Time*, and *Fortune* magazines as a consultant. Later, he was employed by the government of the United States to simplify governmental language better known as “Federalese.”

Mr. Flesch made a great number of words studies and developed a formula based on word size, sentence length, and personal references. The exact formula which will enable you to evaluate your own work accurately is quite involved. Here it is:

- (1) The average number of words per sentence multiplied by .1338.
 - (2) The number of affixes per 100 words multiplied by .0645 (Affixes are prefixes, suffixes, past tense endings and a few other things. e.g. *sign* has no affixes: *signify* has one: *insignificant* has three: *delimited* has two.
 - (3) Add the result of (1) and (2).
 - (4) The number of personal references (personal pronouns and names of people) per 100 words multiplied by .0659.
- Subtract this product from the result in (3).
- (5) Subtract .75 from the result in (4).

This may seem pretty hard to apply but it has been so amazingly successful in gauging readability that it is standard practice with many magazines.

Try this one for a rough check:

- (1) Take the average number of affixes per 100 words.
- (2) Subtract the average number of references to people per 100 words.
- (3) Divide the result by 2, and,

- (4) Add the average number of words per sentence.

The score will range from 1 to 75 compared with Flesch's 1 to 7 and over. Here is a table to check your own writing:

Table I—Difficulty Scores

Readability	Flesch Rating	Rough Rating	Average Sentence Length	Affixes per 100 words	Personal References per 100 words	Grade Level	Type of publication
Very Easy	0-1	0-13	8 or less	up to 22	19 or more	up to Gr. 5	Comic Books
Easy	1-2	13-20	11 or less	up to 26	14 or more	Gr. 6	Western and confessional pulp fiction
Fairly Easy	2-3	20-29	14 or less	up to 31	10 or more	Gr. 7	Slick magazine fiction
Standard	3-4	29-36	17 or less	up to 37	6 or more	Gr. 8, 9	Slick magazine articles and digests
Fairly Difficult	4-5	36-43	21 or less	up to 42	4 or more	Gr. 10 - 12	Quality magazines
Difficult	5-6	43-52	25 or less	up to 46	3 or more	College Level	Academic journals, Quarterlies, some textbooks
Very Difficult	6 or over	52 or over	29 or less	up to 54	2 or more	College Graduate	Scientific, Professional journals, many textbooks

You can see that Flesch is saying "Talk about *people*, using *short sentences* and *simple words*." If we add Quiller-Couch's injunction to use active, transitive verbs and to eschew adjectives, we shall have all the advice necessary.

Before we leave the topic, let us look at the Flesch system in action or give some "for instances." The movement for the simplification of the language of Congress came from Maury Maverick who came from Texas but who was not im-

pressed by what he called "a tyranny, the like of which America had never suffered before." He coined a much better term—Gobbledegook—after the "bearded old turkey gobbler . . . who was always gobbledegobbling and strutting with ridiculous pomposity."*

Here is a sample of the wording that Flesch was required to simplify. It is the first sentence of Article 7 of the Lend-Lease agreement.

"In the final determination of the benefits to be provided to the United States of America by the government of the United Kingdom in return for aid furnished under the Act of Congress of March 11, 1941, the terms and conditions thereof shall be such as not to burden commerce between the two countries but to promote mutually advantageous economic relations between them and the betterment of world-wide economic relations."

Did it slow you down? Flesch would rate the complete Article 7 as follows.

Average sentence length	81 words
Average affixes per 100 words	57
Personal references	0
Readability rate	13.7

—and 6 is considered to be very difficult.

This is what this sentence means:
As soon as it can be done, we will

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CONSULTANTS BANFF WORKSHOP 1953



Left to right, standing: Paul Bagwell, Ken Pugh, Stewart Harral, Kim Ross.
Seated are John Amend, Catherine Berry, Eric Ansley, and Lars Olson.

My Impressions of the BCTF Workshop

RALPH RICHARDSON

Ralph Richardson was ATA Delegate to the BCTF Workshop. An Edmonton teacher, Ralph, was President of the 1953 Summer School Students' Union.

QUALICUM COLLEGE, overlooking the waters of the Pacific Ocean, was for the fourth year "Home for a Week" for an enthusiastic group of British Columbia teachers. Qualicum College is a private boys' school styled on English lines complete with ivy and climbing roses. Accommodation for most of the delegates was provided for at Qualicum College. The lecture rooms and dining hall were also located in the college. This close contact among the delegates created a very friendly and informal atmosphere.

Much territory was covered by the various discussion groups. The topics under discussion this year were Education Finance, Curriculum, Teacher Training and Certification, and The District Council in the Federation setup. These topics were in turn presented to each of four groups. Several of the topics selected for discussion were of local interest to British Columbia teachers. Wherever possible, local authorities were used as speakers and consultants. Gordon Hannaford from the West Seattle High School acted as group dynamics advisor.

This year, BCTF added a Writers' Course to their workshop. Howard Brier, professor, School of Communications, University of Washington, was consultant. Mr. Brier acted in the capacity of writers' consultant at Alberta's workshop last year. The delegates to the Writers'

Course met separately as a group during the day and participated in the evening sessions with the other members of the Workshop.

The ultimate objective of the BCTF Workshop is the strengthening of British Columbia Teachers' Federation by making its members better informed on educational and federation affairs. Issues are discussed at the Workshop but no policies are set. The week at Qualicum is designed to help give members the necessary background to assist them in formulating intelligent policy. Policies are decided at local association meetings or at Annual General Meetings. Another value of the Workshop is the opportunity given teachers to practise the technique of group relations or group dynamics.

Two evenings spent in session were both informative and enjoyable. A film on mental health entitled "Shyness" was the highlight of the Tuesday evening session. Roy Thorstenson, mental health coordinator acted as commentator. After viewing the film, the delegates met in "buzz groups."

The most interesting and perhaps most profitable session was a panel discussion Thursday evening on the topic of "Public Relations." The panel was composed of Dorwin Baird, editorial director of Radio Station CJOR; Bert Cannings, director of news and special events, Radio Station CKWX; Les Way, L. C. Way and Associates, representative of BC Weekly Papers; Eric Ramsden, provincial editor, *Vancouver Daily Province*; Gus Sivertz, assistant editor, *Vancouver Sun*. The chairman was Bill Allerster, president of the BCTF. The panel speakers gave some very pertinent pointers on public relations. Some suggestions were to become acquainted with

your newspaper and radio news editors; then contact them when you have a problem concerning public relations. Mr. Cannings stated that "Education could make greater use of the radio in personal interviews with teachers, giving publicity to new courses, and making special announcements concerning school activities." Various speakers spoke highly of publicity efforts accomplished by some teachers but declared that most were hiding their lights under a bushel.

Qualicum Beach, the adjoining countryside, and the BCTF Workshop itself, offered almost any diversion that one could desire. Beautiful scenic drives, swimming, fishing, boating, and golfing were available close to the College, while within the building one could play chess, bridge, bingo, join in a singsong or dance. The "Impressario" was Ken Aitcheson, who, besides being in charge of Recreation, was also the editor of the daily news sheet which bore the worthy title of *The Works*.

An annual event, the Salmon Derby, was open to all delegates and their wives.

A number of different groups and representatives entertained the members of the Workshop. The BCTF was host to

a "Wiener Boil," which due to inclement weather was held in the college dining room, the Vancouver teachers sponsored an "After Five Party," the Saskatchewan Teachers' Federation gave a "Coffee Party" and the ATA sponsored a "Wiener and Marshmallow Roast" on the beach.

Humorous skits on some phase of education, past, present, or future, were presented by each discussion group on Friday night. The setting for the skits was an open air Grecian style amphitheatre located on the college grounds.

The members of the BCTF executive, the visiting lecturers, and the delegates were a most cooperative and active group. Their workshop is still comparatively young but seems to be well established as a permanent part of the BCTF. This is perhaps best illustrated by the fact that last year they sponsored a winter Workshop for a delegation of thirty education students from their teacher training schools. The students felt that the Workshop was most helpful and would be beneficial for every education student. With comments such as these made by future teachers, the BCTF Workshop should have strong support for years to come.

Collective Bargaining

(Continued from Page 11)

education under the present arrangement, it is unlikely that additional funds will be made available to implement a provincial salary schedule, and if a provincial salary schedule does not raise the standard of living for teachers, there is little value in it. Without the additional money, a provincial salary schedule would merely be an average of the high-

est and lowest schedules.

On the various aspects of trends, innovations, and the provincial salary schedule there was much fruitful discussion and remarkable unanimity of opinion. It is to be hoped that in future years the workshop will develop into an "unofficial" policy making body for ATA salary schedules.

D. M. Sullivan Retires



D. M. SULLIVAN

A door was closed Friday noon, September 4, on twenty-four years of service with the Department of Education. David M. Sullivan, registrar for the last six and one-half years, had cleared his desk and stepped into retirement.

Later that day, D. M. and Mrs. Sullivan were guests of honour at a farewell dinner in the Corona Hotel given by the staff of the Department of Education. Hon. Anders O. Aalborg, minister of education, and Dr. W. H. Swift, deputy minister, paid tribute to his signal service as registrar.

Mr. Sullivan's early education was received in Perth, Ontario. Following his teacher training course at Lanart County Model School he taught three years in Ontario. Later, he taught for two summers in Saskatchewan and for two summers in Alberta—at Midnapore and Winifred. From 1910 to 1914 he attended McMaster University, graduating with his B.A. degree.

During the spring of 1915 he attended Calgary Normal School and the following fall he commenced teaching in Alexandra High School, Medicine Hat. In 1917, he was appointed principal of that school which post he occupied until 1929. It was during this period that he earned his

M.A. degree with honours in classics from McMaster University.

In the fall of 1929, Mr. Sullivan was appointed inspector of schools at High River. Later he was transferred to the Edmonton City inspectorate. When this post was discontinued, he became inspector of schools at Camrose.

During 1935 he was appointed inspector of high schools for southern Alberta with headquarters at Calgary. In 1941, he was transferred to Edmonton as inspector of high schools for Northern Alberta. He was appointed registrar of the Department of Education in March, 1947, and continued in that position until his retirement.

Many Alberta teachers remember D. M. as a distinguished teacher and later as a penetrating observer and critic. During his service as inspector, he made hosts of friends who appreciated his helpfulness and his humour.

Without detracting from his outstanding service as a teacher and inspector, many believe D. M.'s most distinguished service has been rendered as registrar of the Department of Education. Recent simplification of the system of teacher certification in this province was largely his work. He proposed as late as the 1953 Annual General Meeting a system of teachers' record books that was approved in principle by the Alberta Teachers' Association.

His incisive remarks, spiced with a barbed humour, lightened many a dull committee meeting as well as thrusting through to the core of the question under discussion. Gifted as a writer, as well as a speaker, D. M. has contributed several outstanding articles to *The ATA Magazine*. His authorship is marked with characteristic clarity, eloquence, and advocacy of constructive measures.

As might be expected, D. M.'s full retirement is to be delayed while he returns to teaching in Alberta College, Edmonton.

President's Column



LARS OLSON

Teachers have regarded the postponement of the opening of schools with mixed feelings. It has meant extra holidays for students and teachers but to others it has meant fear, suffering, and even death. Let us hope that the day is not too far away when science will discover ways of curing and even preventing poliomyelitis.

Now that school is open again, we hope that the worst of the epidemic is over.

Many schools used the extra time to

advantage in completing arrangements for classes on opening day and for making tentative arrangements to handle the maze of other problems every school meets during the first few weeks in September. With classes underway, teachers will now look for opportunities to make up for lost time.

Elsewhere in this issue you will find reports and stories about the 1953 Banff Workshop. I hope that you will read these carefully and that you will look for further information from your own delegate to this workshop. After all, the idea of sending a member of your local to Banff was that you could, through him, make your Association function better than ever.

Conventions start this month. From September 24 to November 6 a series of fall conventions will be held at various centres in the province. You will find that they have been planned carefully so that you can listen to speakers of the highest calibre, as well as share in the levelling experience of workshoping. I hope that your convention is a profitable experience and that you return to your classrooms inspired to do a better job than ever before.

The average weekly pay cheque paid to Albertans in July, 1953, amounts to \$59.21, according to figures released by the Bureau of Statistics. This is an increase of \$4.73 a week over last year.

The present weekly wage paid in Alberta is the second highest in Canada, surpassed only by British Columbia's average of \$64.11.

The bureau also reports Alberta has shown the largest relative increase in Canada for employment and payrolls since 1939. Employment has increased almost 140 percent during the past 14 years, while payrolls now are 460 percent of the 1939 average. Following Alberta are Ontario and British Columbia with increases of 100 percent for employment and 400 percent for payrolls over their 1939 figures.—Within Our Borders.

Why Guidance?

Here's the first of a series on that subject by

J. G. WOODSWORTH, Faculty of Education, Calgary

S. C. T. CLARKE, Faculty of Education, Edmonton

PAUL was a neat, handsome, blue-eyed boy. At nearly nine and a half years old, just starting Grade III, he was happy most of the time. But he had a fear. He was afraid the teacher would ask him to do oral reading from a new book which he had never seen before. Paul was beginning to be afraid of words. They looked so alike to him, and it was so important that he got them correct. Already his mother was concerned about his reading, and Paul knew it. When he had heard the material read before, and could look at the picture, he could manage not too badly. But just supposing he were asked to read some new material!

Paul is an illustration of the need for guidance. Notice the features: (1) a boy with a problem, (2) a problem which he cannot solve without aid. The rest of the steps in the guidance process consist of: (3) discovery of the problem, (4) the possibility of assistance (if Paul is of low intelligence he may be approaching reading before he is able to master it), (5) providing the assistance.

Jenny thought about her lot, and her thoughts were not nice. Just past 14 and



in Grade VIII, she was actually not even hearing the lesson on how to find what percent one number is of another. She was thinking bitterly about the recent battle at home about whether she should be allowed to start to wear lipstick. She recounted her arguments. "All the other girls do. It doesn't do any harm. I'm growing up." She anticipated what would happen if she asked whether Doug could take her skating. That stony look. "Darn parents anyway. All they want people to do is this old study. Stay at home, do homework, never get out! To heck with study! I hate it. I hate arithmetic."

Just at this moment the teacher asked Jenny what percent 18 was of 72. Jenny flushed and came back to earth, full of resentment. "I don't know," she retorted hotly. Jenny too, has a problem, which she cannot solve unaided. Its central locus is in the home, but that does not prevent it from spilling over onto the school and the teachers. If the

(Continued on Page 37)



By-Law No. 1 of 1948

Board of Administrators

Teachers' Retirement Fund

Amendments to sections of By-law No. 1 of 1948 have been approved by Order-in-Council. The amended sections now read as follows:

4 (a) "Pensionable service" shall be computed only during those years after a teacher has attained the age of 30 and before he has attained the age of 65, subject thereto:

(i) means those years in which he has contributed to the Fund in accordance with the Act or this By-Law in respect to salary earned while in fact engaged in teaching; and,

(ii) If he were employed as a teacher on the 31st day of March, 1939, and contributed to the Fund in that year, means also those years in which he was in fact engaged in teaching in Alberta prior to and computed back from the 31st day of March, 1939, the continuity of which has not been broken by absences in excess of twelve consecutive months, and

(iii) if he were employed as a teacher immediately prior to his enlistment in the Canadian or Allied Forces in the First World War, means also (but subject to the limitations of the next preceding sub section) his years of service in those Forces during that war and the period thereafter necessarily required to obtain his discharge.

(b) "Pensionable Service," for the purpose only of computing a normal pension under Sections 11 and 14(g), means also one-half of the years before the teacher has attained the age of thirty in which he has contributed to the Fund in accordance with the Act or this By-law with respect to salary earned while in fact engaged in teaching, and also one-half of the years before he has attained the age of thirty in which he was in fact engaged in teaching in Alberta prior to the

coming into force of the Act.

5(a) A teacher who was employed as such in Alberta immediately prior to his enlistment may pay into the Fund for the years or any part thereof, during which he was absent from the teaching service while serving in the Canadian or Allied Forces during the Second World War and for so long thereafter as was necessarily required to obtain his discharge, an amount equal to three percent of the salary which would have been earned by him during the period for which payment is made based on his rate of salary immediately prior to enlistment, together with interest thereon at the rate of three and one-half percent per annum, computed from the time or times on which such contributions would have been made had he not been absent from teaching service in Alberta to the date of payment into the fund, and thereupon such years or parts thereof after attaining the age of thirty for which he has so contributed shall be deemed to be pensionable service; but in any event one-half of such years or parts thereof after attaining the age of thirty for which he has not so contributed shall be deemed to be pensionable service. Provided nevertheless that for the purpose only of computing a normal pension under Sections 11 and 14 (g), such years or parts thereof prior to attaining the age of thirty shall also be taken into account in the same manner and to the same extent.

(b) Payment into the Fund under this Section shall be on written application to the Board made before the first day

of July A.D. 1952 and shall be in a lump sum or on such terms as the Board may in its discretion direct.

6. A teacher who,—

(a) having been granted a pension under Section 11 becomes re-employed as a teacher within one year of the termination of the pension, or

(b) Having retired from teaching service before becoming entitled to a pension and not having applied for a refund of his contributions under Section 13, becomes re-employed as a teacher within five years of the date of such retirement, if such re-employment is not of a temporary nature

shall be reinstated in the Fund and his pensionable service prior to such retirement shall be taken into account; but in no other case shall pensionable service before such retirement be taken into account.

7. Notwithstanding anything herein contained to the contrary, where a teacher

(a) having no pensionable service prior to 1939, first commences contributions to the Fund under the provisions of the Act after attaining the age of fifty, or

(b) having been refunded his contributions, does not recommence contributing to the Fund until after attaining the age of fifty

No service shall count as pensionable service but all contributions made by him to the Fund with such interest as has been credited to his account pursuant to Section 20, shall be paid to him (or his legal personal representative) if written application therefor is made to the Board within five years of the date of his retirement from teaching service.

13(a) Subject to the provisions of Section 7, when a teacher is not granted a pension under this By-law upon his retirement from teaching service the amount standing to his credit in the Fund, excluding the interest credited on his contributions in cases other than those provided in (vii) hereunder, shall be paid to him in whole or in

part if written application therefor is made to the Board within five years of the date of his retirement, according to the following table:

i. upon completing two years or more of teaching service, ten per centum.

ii. upon completing three years or more of teaching service, twenty per centum.

iii. upon completing four years or more of teaching service, forty per centum.

iv. upon completing five years or more of teaching service, sixty per centum.

v. upon completing six years or more of teaching service, eighty per centum.

vi. upon completing seven years or more of teaching service, the whole.

vii. upon completing ten years or more of teaching service, the whole together with such interest thereon as has been credited to his account pursuant to Section 20, up to the date of his last contributions to the Fund.

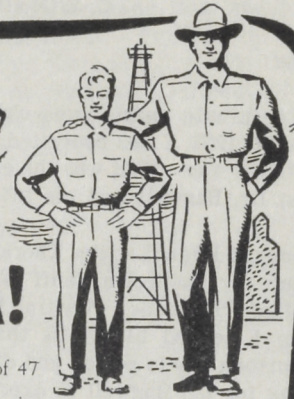
14(a) If a teacher dies while under engagement as a teacher and

i. such engagement was not of a casual nature and

ii. he commenced contributing to the Fund before attaining the age of 50 years; and

iii. written application is made therefor to the Board within five years of the date of his death; the Board shall pay to such person within Section 9 (e) of the Act as may be designated by him, or in default of designation to his estate or to such person within the said Section as the Board may in its sole discretion determine, a sum not less than \$200 nor more than \$1500 computed in other respects at the rate of \$100 for each consecutive year of teaching service prior to the date of death the continuity of which has not been broken by absences in excess of twelve consecutive months, and for which the teacher has contributed to the Fund under the provisions of the Act; and also the amount, if any, standing to the credit of his account in the Fund.

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GOVERNMENT OF THE PROVINCE OF ALBERTA

Bagwell's Fifteen

C. WINNIFRED RICHARDSON

TILL one minute past one o'clock August 17, 1953, I was conceited and I am glad that I was. That was the exact instant that Dr. Bagwell and his fifteen, cured me.

I had thought I could write. Therefore I drifted into Dr. Bagwell's Banff Workshop labelled "Education Writing." I found later I needed plenty of that. I counted fourteen others poised and dignified, waiting for Dr. Bagwell to expound on coherence, style, and emphasis.

At once Dr. Bagwell divided us into groups of five, where we began to know each other—the ex-newspaper editor, the dramatist, the musician, the grade teacher, and others, all for various reasons wanting to write.

Ten minutes later we were asked to reveal the secrets of our past and hopes for the future in the writing field.

Some admitted a desire for fame. Others wanted a place to publish their outpourings. Most wanted to improve what they had—or thought they had.

Dr. Bagwell then spoke to us. He introduced new and revolutionary methods and standards whereby we could measure our flights of fancy, etc.

As an illustration of complicated writing he gave us each a copy of Article VII of the Lend-Lease Agreement, written in diplomatic language, sometimes spoken of as "gobbledegook." In five steps Dr. Bagwell reduced this document into plain English, which even we could understand.

He then read to us some masterpieces of writing, and others less favourable. Dr. Bagwell's work in the field of education led him to the study of languages. He became head of the Department of Written and Spoken English, Michigan State College.

Later he became Communications Consultant to U.S. Air Force. He is also chairman of the Civilian Advisory Committee to Communications Section, United States Armed Forces Institute.

His interest in communications led to his becoming a member of United States National Commission on UNESCO, appointed originally by President Truman, and reappointed by President Eisenhower. As a member of the commission he has been concerned with developing a system of writing that would adequately represent some of the oral languages now used by indigenous Indian groups in Mexico. This work is still being carried on in the UNESCO Fundamental Education Centre in Mexico.

Dr. Bagwell impressed on us the need of simplicity in language. We felt privileged to work under a man of world fame, and set to work when he asked us to submit in ten minutes a title on some phase of education.

Ten minutes later topics were submitted, and group activities began, ideas were exchanged, advice and encouragement given.

Discussions followed. Here entered human interest stories, comedy, humor, more help, more ideas—and the sound of doors closing on us.

How we worked! Eager to apply what we had learned, we talked, thought, pon-

Mrs. Richardson records her impressions of the Education Writing Course. There are those who can write and those who can't. Writing under pressure is one of the most difficult of all creative skills.

dered, sweated, mourned, and scribbled.

Later, fifteen articles emerged. They were written on topics ranging from "Blue Jeans" to "Schools in Denmark," from "Making Beginners Happy" to "Keeping Teachers in the Profession," and from "Audio-Visual Aids" to "The Mighty Voice"—to mention but a few.

I still mourn that I am not a writer. I am cured of my conceit. The assistance given in such an entertaining and help-

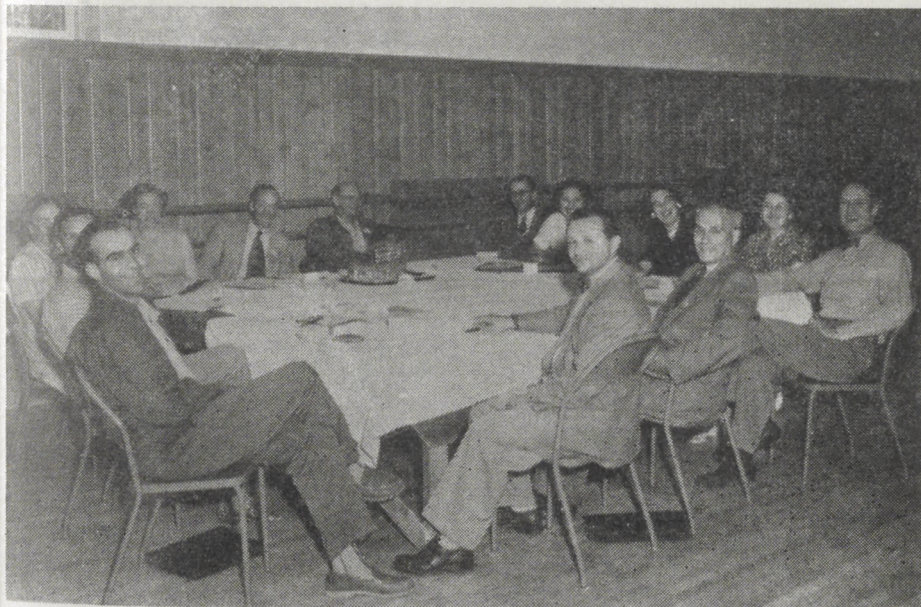
ful way by Dr. Bagwell has given me much to take home, and much pleasure in trying to write. I shall continue to struggle; and like the proverbial cork in deep water, I'll bob up whenever I'm pushed down, and float about in blissful abandonment. Perhaps in the field of writing there is a place for the efforts of one of "Bagwell's Fifteen" of the "Education Writing Course of the ATA Workshop—1953".

CBC SCHOOL BROADCAST AUDIENCE STILL GROWING

Of the 21,650 English-language schools in Canada, no less than 55 per cent are equipped with radios. This adds up to a classroom audience alone of about one million students. Not taken into account are numerous shut-in students in hospitals and other institutions across the country and many adults who tune in to hear such productions as Shakespeare's Julius Caesar and Macbeth.

The great growth in the CBC's school broadcast classroom audience is reflected by figures showing that more than twelve thousand English language schools in Canada are now equipped with radios, an increase of more than seven thousand over 1949.

GROUP DYNAMICS



Why do people say what they say in groups? This is one of the questions discussed by consultant John Amend and members of the workshop.

Amateur Boxing and Personal Development

WADE B. MAGRUM

IT IS little short of amazing what effort a human being will put forth, what privations he will endure, what discipline he will accept if the end object is really important enough.

The "end object" of amateur boxing in Alberta is the Golden Gloves and the provincial championships, the first sponsored by Optimists ("Friend of the Boy") International, and the latter by the Amateur Athletic Union. All over the province from October on one can find boys in training, ranging upwards in age from ten years and in weight from fifty pounds, with the championships as their objectives. Their clubs are often church sponsored, as with the Cardston St. Mary's. Frequently, too, they are handled by either the RCMP (as is the Westlock Boxing and Wrestling Club under the capable instruction of Const. Bill Brace), or the Canadian Legion (the Edmonton South Side Legion Club under genial Jim Parsons). In some centres, such as Edmonton, a recreation commission sponsors an amateur boxing group. Most often though such clubs are part of the school's extracurricular activities, as in the case of the Hobbema club, the Ermineskin Indian School club, and the BATH Club of Peace River.

Whatever the group, its directors and trainers have objectives aside from the boys' aim for fistic glory. These objectives are realized not in the ring, but in the day by day training: they are procedures which will lead not simply to proficient boxing prowess, but to right habits and attitudes of health and life. They know that in building up the end result so it looms above all else in the boy's mind, they can build into that in-

dividual any worthwhile habit or attitude desired.

This personal development is largely possible because in boxing, more so than in any other sport, training is paramount. The development of the individual for participation must take precedence over the development of skill. The boy must not only be made physically fit, but also psychologically conditioned.

Because boxing demands such intense neural and muscular reactions, many hours are employed in training the body, as much as forty training hours for every minute spent in the ring. Then, too, because of varying physical capacities, each boy must be treated differently. If this were not true of the physical training, it would be of preparing the mind, for in this phase of training one deals with such delicate qualities as human spirit and human emotion. Dispelling fear and worry takes time. Once that is accomplished, the boy's new found confidence must be subdued, lest he become too reckless. Control of emotions must be taught. Thinking must be disciplined.

Training becomes a strict discipline, but the amateur boxer endures it because of the compensations to come. He gives up all forms of dissipation: late hours, soft foods, the cigarette. No boy who boxes is allowed to smoke—if he does, he doesn't box. Hours formerly spent at the movies, in the pool room or "with the gang" must be given over to training. If the boy is not receiving direct instruction, he's probably doing some routine gym work—heavy bag, light bag, skip rope, medicine ball, shadow, calisthenics. If he's missing from the gym, chances are he's doing three or four miles of

Wade B. Magrum is a teacher on the staff of the Peace River Junior High School. The Bath boxing team which he directs has been active for five years and has boxed in many Alberta centres with singular success.

supervised road work. And if he's not on the road? Then he'll be doing prescribed setting up exercises at home. Or indulging in some well-earned sleep.

Training means a discipline of the will, and through the will, the body.

Taking for granted that amateur boxing develops many physiological qualities such as speed, endurance, agility, co-ordination, and organic vitality, what are the psychological attributes developed? They are many, the most outstanding of which are as follows: courage and faith in one's ability to meet life's crisis, sportsmanship—losing graciously and winning humbly, aggressiveness so necessary in modern competitive society, respect, tolerance, admiration where due. No other sport brings such a quick downfall to the bully. There is no room for the showoff. No one succeeds on someone else's merits.

The Curriculum Research Committee of the American Physical Education Association gave boxing a very high rating in its contribution to psychological development—that is, in providing satisfaction resulting from stimulating physical and social experiences. The sport was rated well ahead of swimming, handball, polo, volleyball, touch football, gymnastics, wrestling, track and field, tumbling, fencing, dancing, archery, and weight lifting in this respect.

In what the Committee termed the "safety contribution" (being the development of the individual's capacity for protection in emergencies, both in handling himself and in assisting others) boxing again was at the top of the list, ranking far ahead of such popular sports as tennis, football, soccer, and baseball.

Under proper guidance there are few extracurricular activities as worthwhile as amateur boxing, or as popular. There is a great deal of appeal to boys in the prospect of travelling to other towns as members of a visiting team, of competing in the Golden Gloves, of meeting boys from all parts of the province and renewing those acquaintances year after year.

The trainers, however, must be proficient. They must not only know boxing, they must know the human body—how to prevent injuries, how to care for them. They must know boys and the psychology of the boy. They must know how to take the timid fellow along slowly and how to tone down overconfidence. They must be idealists. They must know and secure proper equipment. They must realize their responsibilities. Above all, they must see amateur boxing with its medals and cups and championships as a means to an end, and not an end in itself.



I know your occupation is teaching, but what is your source of income?

— Les Landin from CTA Journal



Official Bulletin, Department of Education

No. 155

Certificates for Teachers From Other Provinces

A recent decision of the Board of Teacher Education and Certification, approved by the Minister of Education, provides that hereafter a teacher from another province of Canada, in possession of a permanent certificate, shall, providing the training required to obtain it is equivalent to that required for an Alberta certificate, be granted an Alberta permanent certificate after two years' successful teaching and appropriate recommendations by an inspector or superintendent of schools, without the necessity of attending a summer session.

Amendment to Regulation 25 of the Revised General Regulations of the Department of Education

Regulation 25 has been amended by Order-in-Council by inserting the words "if himself in attendance" after the word "shall." The amended regulation reads:

"Subject to the approval of the Minister of Education, any number of school districts may be associated for the purpose of holding an annual school fair, musical festival, or track and field meet. Every teacher whose school is in such an association and whose pupils attend and take part shall, if himself in attendance, be entitled to salary."

The School Act—1952

The Department of Education is prepared to supply, on request, a complimentary copy of *The School Act* to the

principal of a school containing eight rooms or more. The Act is intended to be the property of the school and it is hoped that the principal will arrange for its being kept up to date as it is amended from time to time.

Chemistry 2

For the school year 1953-54, there will be a slight modification in the Chemistry 2 course to articulate it with the new Science 20 course.

In the past, teachers of Chemistry 2 have found it necessary each year to review the fundamentals of Chemistry 1 (chapters 6, 8 and 9, Jaffe: *New World of Chemistry*), before proceeding with the Chemistry 2 course.

These chapters, 6, 8 and 9, are now to be considered part of the prescribed course in Chemistry 2 rather than review material. It is suggested that teachers spend approximately four weeks on these three introductory chapters.

To compensate for this addition, it is expected that some of the later chapters of the present course will be deleted. Final decision with the respect to this matter will be made this Fall and teachers of Chemistry 2 will be advised some time before Christmas.

School Broadcast Network

The attention of teachers in Calgary city and district is drawn to the fact that radio station CFAC (960 k.c.) will carry all afternoon school broadcasts for the school year 1953-54.

Tested Public Relations

(Continued from Page 13)

positive and alive in all relationships.

The effective teacher believes that his job is an important one, and he expects others to think so as well. He gives evidence that he has special skill and knowledge. He treats other teachers and staff members—regardless of their titles, positions, or salaries—as professional equals and valued co-workers.

Printed Materials Build Good Will

Printed material can be one of the biggest guns in a school system's barrage upon the public. Even a small school should issue a newsletter from time to time to parents, community leaders, the teaching staff and others.

Before making plans for printed material, determine:

1. Your purpose
2. the number of persons you hope to reach
3. cost
4. steps in planning
5. frequency—weekly, monthly, etc.
6. interests of the persons to be reached
7. best method of distribution
8. contents which will be representative of all school interests
9. person or committee in charge.

Setting Up Your Public Relations

The first step in any public relations program is to plan it—first the objec-

tives, and then the techniques. Call a meeting of your committee and analyze your specific problems. Then set up about two or three objectives for the first year. Discuss possible activities and then agree upon those you will undertake to reach the desired goals.

Once you have picked a goal, then decide upon the technique, media, and personnel needed to accomplish your objective. Strive for teamwork. Keep group interest high. Assign duties so that every teacher is interested and busy. What's the main thing? Know where you are going and how to get there.

Set up a public relations library. Each association and each school should have a library so that each teacher may read current books, magazine articles, reports, and other literature on public relations.

Public relations committees are springing up. Their possibilities for good are tremendous. Each level—local, regional, and national—can make real contributions toward better public relations for the profession and for schools.

What is the most important factor in public relations? It is an intangible spirit of service and enthusiasm that characterizes all school activities. It is loyalty and devotion; it is sacrificial work; it is love for children—it is dedicating one's best toward a better tomorrow.

NOTICE

Policyholders of Alberta Teachers' Association Group Insurance Plan who have moved to other school districts or school divisions should notify the Alberta Teachers' Association of the change of address..

Your group insurance can be kept in force if you complete a new payroll deduction form or if you make arrangements with Head Office to remit your premiums personally.

Address all communications:

Alberta Teachers' Association
Group Insurance Plan
9929 - 103 Street
Edmonton, Alberta.



1953 Nutrition Photograph Contest

Ottawa, June 10, 1953

To the Editor:

Again this year the Nutrition Division, Department of National Health and Welfare, is sponsoring a photograph contest which is to feature some phase of nutrition work in Canada. The contest is open to all Canadians with the exceptions noted in the rules and runs until November 30, 1953. The aim is to stimulate interest in the work that is being done in the field of nutrition across Canada. In health courses many teachers carry on nutrition projects which would make suitable material for entry in the photograph contest.

Information may be obtained from the Contest Editor, Nutrition Division, Department of National Health and Welfare, Jackson Building, Ottawa, Ontario.

Thanking you for your cooperation, I remain,

Yours sincerely,

L. B. Pett, Ph.D., M.D.,
Chief, Nutrition Division

Exchange of Magazines

Blind Bay, B.C.

To the Editor:

The Salmon Arm Teachers' Association would be interested in exchanging their profession magazine, *The BC Teacher*, with students or teachers of other provinces.

Would it be possible for you to give me the name of someone in your province who would be interested in this exchange?

We thought it might be done on a yearly basis—exchanging at the end of June the year's accumulation of magazines.

Yours very truly,
(Mrs.) Margaret V. Reedman

Teachers' Pensions

(Continued from Page 7)
ment Fund Act, certain definite principles were agreed to by both parties.

1. The Government of Alberta was to be regarded as the employer of teachers insofar as pensions are concerned.
2. Contributions were to be on a fifty-fifty basis, 50% by the employer and 50% by the employees.
3. The Fund was to be actuarially sound with no guarantee by the government.
4. Pensions were to be regarded as deferred salaries.
5. The scheme was to be a final earnings plan based on salaries over the highest five year period.
6. Full credit was to be given for non-contributory service as well as for contributory service.
7. Pensionable service was to be teaching service between the ages of 30 and 65.
8. Salary was to be carefully defined.
9. Retirement before 65 was to be the actuarial equivalent of pension at age 65.
10. Disability allowances were to be granted in cases of total and permanent disability.
11. Maximum pensions would be 52½% of the average salary over the five year period when salaries were highest. This could be changed by increasing the number of years of pen-

sionable service, or by raising the 1½% per year, or by both.

These principles were included in *The Teachers' Retirement Fund Act*, or in *By-law No. 1 of 1948*, when it was approved by the Lieutenant-Governor-in-Council. It is these principles which must be considered when amendments are made to the Act, or to the By-laws.

TRF Act and By-laws

The Teachers' Retirement Fund Act is, in itself, very brief. It may be considered to be enabling legislation. It sets forth the main principles of the pension plan, and forms the framework within which the By-laws are written.

In particular, the Act gives a very careful definition of "salary" and of "teacher." It sets forth the amount of contributions to be made to the Fund, the length of time for which the contributions are to be made, and gives the Board of Administrators the power to collect these contributions.

The powers of the Board of Administrators, which are administrative only, are outlined in the Act. Particular reference is made to the power of the Board to pass, amend, repeal, add to or re-enact by-laws, when it appears necessary for the well-ordering of the affairs and business of the Fund. Where matters of policy are concerned, the Alberta Teachers' Association is the responsible body. The Act also states that the Board, which invests the money of the Fund, may invest only according to the regulations of *The Alberta Trustee Act*.

By-law No. 1 of 1948 gives the details and the regulations of the pension plan. Pensionable service is defined, with certain conditions, as being teaching ser-

vice between the ages of thirty and sixty-five. The retirement allowance granted under the regulations is based upon the amount of pensionable service, being 1½% of the average salary for each year of service.

Other benefits payable under the Act are the disability allowance payable to all teachers with at least ten years of teaching service, who are totally disabled, and the death benefits. The death benefits are payments from the Fund to the estates of teachers who die while under engagement as teachers. These payments are not insurance, and no portion of the teacher's contributions is used to pay for them. In lieu of the death benefits, the Fund pays to the widow of a teacher, who dies while under engagement and who is age fifty-one or more, a pension based on the teacher's service and salaries. The By-law also provides for the refund of contributions to teachers who withdraw from the profession.

Of the nine other provinces of Canada, six have a final earnings pension plan. British Columbia, Saskatchewan, and Manitoba have a service pension plus annuity. Although Alberta is far from having the best pension plan in Canada, since the maximum pension is 52½% of the average salary as compared with 66⅔%, 70% and 75% in some of the other provinces, the plan compares favourably with the other plans in the variety of benefits provided, and in some instances makes more generous provisions.

Position of Fund

In 1950 an actuarial survey of the Fund showed an alarming increase in the amount of the unfunded liability, and

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the actuary advised that immediate action be taken to obtain another 3% of salaries for the Fund. In 1952 *The Teachers' Retirement Fund Act* was amended, to enable contributions of teachers to be between 4% and 7%. Hoping that the Government would increase its contributions by an equal amount, the teachers increased their contributions to 5%.

There are several methods which could be used to make the Fund "actuarially

sound." One of the most effective would be to encourage teachers to continue teaching after sixty-five, and it is interesting to note that this suggestion is in agreement with the current trend in industry. An actuarial survey of the Fund is being taken as of August 31, 1953, and it is expected that information will be obtained which will enable the Alberta Teachers' Association, and the Government, to take definite steps to place the Fund on a sound actuarial basis.

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DIVISION OF VISUAL INSTRUCTION

DEPARTMENT OF EXTENSION

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It Really Was

(Continued from Page 17)
start talking about how England shall pay America for Lend-Lease Aid. We shall look at the economic facts as they will be then; and we shall try to work out a plan for our own countries and others who want to go along, to do these things.
This rates 3.41 or average readability. Consider this advice from the Bible (I Corinthians XIV: 9):

“Except ye utter by the tongue words easy to be understood, how shall it be known what is spoken? For ye shall speak into the air.”
The whole King James version rates from very easy to easy. (The system does not take into account obsolescence.)
To help to avoid bookishness, Flesch has made lists such as the following:**
***Flesch, Rudolph: The Art of Plain Talk* (Harper, New York).

Table II—Test Your Connectives

Plain Talk

and
besides, also
now, next
then
but
however
in other words
for example
in fact
of course
so
and so
therefore

Bookish

likewise
in addition
moreover
furthermore
nevertheless
rather
that is to say
more specifically
indeed
to be sure
for this reason
consequently, accordingly
hence, thus

The average education of the people of the United States is about Grade VIII and Canada should approximate this. Therefore, to reach the widest possible audience we must aim for that average or lower.
Now: You have some information the public needs. You are burning to give it to them. Good. Read Flesch's book (the ATA Library will have it). Mull your ideas over and over and over. Then, write down in snatches everything you want to say in any sort of order, but get it all down. Write your article right through without regard to finical correctness. Be sure to get your “ho hum”

and “for instances” and things. Then polish, chop, delete, and delete—for space in modern periodicals is precious. Subject your work to the Rudolph Flesch scale. Change the “bookish” to the “plain talk.” Type your article and send it in. Sit back and await results but be sure to order enough copies for your friends.
It really has been fun. You can see my enthusiasm even if you aren't enthused. I am no orator as Bagwell is, but I've tried to keep all his suggestions in mind. My readability score on the first page of this manuscript is 2.5 to 3, i.e., fairly easy to standard..

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Deaths

The secretary of the Alberta Teachers' Association regrets to report the death of the following teachers:

L. Maude Bell, born March 3, 1874, thirty-eight years' service, last school Edmonton School District 7.

Margaret O. Buchanan, born July 25, 1880, died August 12, 1953, thirty-seven years' service, last school, Edmonton School District 7.

Anna Hall, born May 9, 1881, died June 21, 1953, thirty-five years' service,

last school, Lacombe School District.

Helen M. McNamara, born 1892, died July 1, 1953, service during 1916 to 1952, last school, Barrhead School Division 59.

John T. Shaw, born October 13, 1906, died June 26, 1953, twenty-eight years' service, last school, West Jasper Place School District No. 4679.

J. R. Vallis, born March 16, 1890, died May 1, 1953, nineteen years' service, last school, Medicine Hat School District 76.

Why Guidance

(Continued from Page 22)

problem is discovered, and usable help is given, not only will Jenny be a happier person, but guidance will have occurred.

Harvey, at nearly 18, is fed up with school. He wants to quit. The teachers are fed up with Harvey's attitudes and actions. He doesn't pay attention in class, deliberately (so it seems) fails to do assignments, and at times comes into the classroom a couple of minutes late. He is a problem. The worst of it is that his parents, who are influential citizens in the community, want Harvey to go on to University. Harvey has no clear idea what he wants to do, although he talks big about getting a job in the oil fields. As one teacher put it "He's getting to be a bad influence around the school." Another one suggests "Ease him out. When they get to that stage they need to earn their own living."

This is the same story. An individual with a problem. He doesn't even know what his problem is. He needs help. Use-

ful help will pay off socially in better fitting his talents to what he does with his life. It will pay off individually in Harvey's happiness. It will pay off for the school as an institution in helping it run more smoothly and efficiently. tion in helping it run more smoothly and efficiently.

Have you a Paul or a Jenny or a Harvey in your class? Succeeding articles in this series will offer suggestions for securing information about, and providing guidance for, pupils who need help in solving problems. Your experimental use of the techniques suggested does not, of course, make you a guidance expert; one must always bear in mind the need for *referral* to wiser and more technically trained people. However, techniques set forth in future articles do not require special training beyond basic teaching courses; fundamental to their wise use, nevertheless, is the objective and cautious frame of mind which should characterize the teacher-psychologist.

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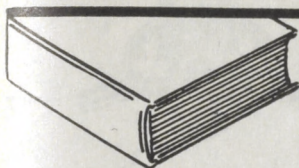
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A Survey of Rewards and Punishments in Schools

By the National Foundation for Educational Research in England and Wales, *Newnes Educational Publishing Company*.

This study of school discipline probes quite deeply at times "... Before we can attach any importance to the common belief that teachers tend to be, by nature, domineering, we should require to know to what degree teachers as a group are more prone to dominate, and to what extent the profession as a whole contains more natural tyrants than other comparable professional groups. . . "

Four chapters deal with Corporal Punishment. More than eighty years ago the London School Board took a dim view of indiscriminate whacking, and this contentious matter has been subject to review and regulation ever since.

Studies of classroom behavior (four chapters) examine in detail the attitudes, deficiencies, and superiorities of pupils regarded as "difficult" by their teachers; and the incidence of such children in various sorts of school (rural and urban, up-to-date, and obsolete).

Of real interest are the opinions of principals, teachers, girls, and boys—often widely divergent—about the efficacy of different rewards and punishments. "Praised in the presence of others" has a very low preference rating among both boys and girls, but a high rating among principals and teachers. "A favourable report to the home" rates highest of all incentives to both girls and boys.

The book is a storehouse of well-

statisticized findings presented in good plain English which keeps close to the classroom situation.

A.J.H.P.

Fundamentals of Speaking

By Gilman, Aly, and Reid, 598 pages, *The Macmillan Company of Canada*, Toronto.

This book covers the phases of speaking for entertainment, information, impression, and persuasion. The twenty-eight chapters are divided into sections dealing with the speaker, his purpose, his subject, the audience, and the occasion. Since each chapter is complete in itself the book allows for considerable flexibility in its use.

The content is detailed and made interesting by various examples. Further study is encouraged by the addition of exercises and references at the end of each chapter.

An interested high school student would be attracted to such a book. An adequate index makes it more convenient for quick reference. A book such as this should be in the libraries of high schools for the use of both students and teachers.

E. W. D.

A Story of Discovery and Progress—

Revised edition, Davis, Burnett, and Gross, *Henry Holt and Company*.

This recently revised science reference book is built up on the unit system of study. In addition to the material of the unit, each unit includes questions to direct the unit study, vocabulary lists, review sections and a list of reports and problems. The book is well illustrated

with both pictures and effective diagrams.

Although the sequence of the units does not follow the Alberta Course of Studies, considerable material for our science course is available in this book. Teachers of the junior high school grades, and especially of Grade IX, would find this book most helpful and stimulating.

A teacher's manual and answer book is available for this text, as well as a set of mastery tests.

E. F. S.

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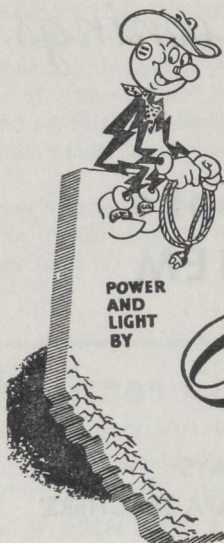
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Alberta Government Surplus

The Alberta Government had an overall surplus of \$26,548,446 on income and capital accounts at March 31, 1953, according to the 1952-1953 public accounts report. This was an increase of \$17,046,730 over the surplus at the end of March, 1952.

The operating surplus at the end of March was \$77,508,956, the largest in the Province's history. This was an increase of \$29,904,230 over the operating surplus at the end of March, 1952. Net capital expenditure as of March 31,

1953, was \$50,960,511, an increase of \$12,857,499, over that of March 31, 1952.

The Alberta Government had cash and investments of \$108,397,993 at the end of the last fiscal year, more than enough to pay off the net funded debt of \$94,801,037. Total public debt, including the unfunded debt and various guarantees for which the Alberta Government is liable, is \$102,466,718, as compared with \$106,338,158 as at March 31, 1952, a reduction of \$3,871,440.

—“Within Our Borders.”

FOR GOOD HUMAN RELATIONS

Dr. Millie C. Almy of Teachers' College, Columbia University, in a recent address listed six ways for teachers to develop good human relations with pupils.

1. *See pupils as people and not as so many statistics. A child's interest in school is conditioned by the personal attention and consideration the teacher gives him.*

2. *Use a “judicious supply of developmental rope.” This requires the ability to gauge subject matter to the pupils' power to cope with it.*

3. *Face-saving for the pupil is a necessity, not a luxury. Problems should be handled on a personal basis, rather than exposing the children to public ridicule and scorn.*

4. *Recognize that “hidden feelings are often dynamite” on both the part of the teachers and the pupils.*

5. *See that there is classroom time for learning what is important—that which has personal meaning for pupils.*

6. *Consider parents as partners in education, not as potential enemies.*

—*The Education Digest*

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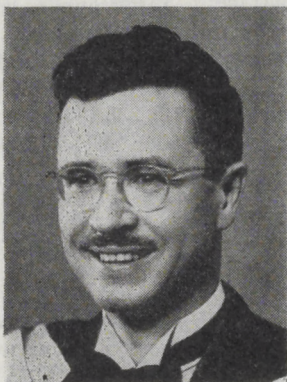
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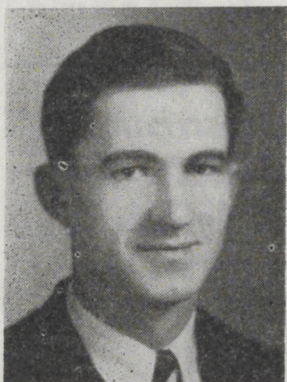
Teachers in the **NEWS**



HAROLD A. MacNEIL

Now superintendent of schools for the East Smoky Division, **Harold A. MacNeil** was a former teacher at Grande Prairie. He holds the degree of M.Ed. from the University of Alberta.

Nicholas Myskiw, principal of schools at Two Hills last year, has been appointed superintendent of schools for the Lac La Biche Division. Mr. Myskiw



NICHOLAS MYSKIW

received his high school and university education in Edmonton.

Raymond C. Ohlsen, superintendent of schools for Barrhead Division, taught at Crescent Heights High School in Calgary last year. He holds the degree of M.Ed. from the University of Alberta and has had special training in commercial subjects.



RAYMOND C. OHLSEN

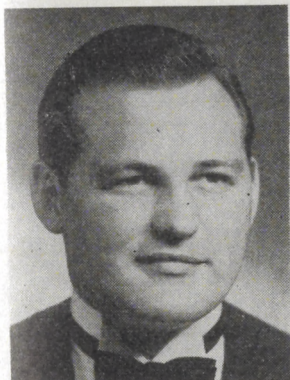
C. Thomas Peacocke was awarded the John Walker Barnett Scholarship offered by the Alberta Teachers' Association this year. Mr. Peacocke was born in Lethbridge and received his public and high school training at Barons, Alberta.

S. A. Lindstedt, former superintendent of the Wainwright School Division, has received the University of London Institute of Education Fellowship.

Elizabeth L. Palate has been appointed assistant supervisor of guidance for the Department of Education. Miss Palate is a graduate of the Edmonton Normal

School and the University of Alberta. She has held a number of teaching positions, including four years in Central America, and recently has been on the staff of the high school at Jasper.

Walter H. Worth, M.Ed., is assistant superintendent for the Clover Bar Division. Mr. Worth was on the Edmonton Public School Board staff before going to the University of Illinois last year to take graduate work on fellowship.



WALTER H. WORTH

M. O. Edwardh, former superintendent of Foremost School Division, has been appointed supervisor, Teachers' Service Bureau, Department of Education. Mr. Edwardh holds the degree of M.Ed. from the University of Alberta.

J. Wilfred Johnson, teacher, Lacombe School, won the Grand Prize in the teacher division of the Order of Gregg Artists contest conducted in May. There were approximately 25,000 entries in the International contest.

J. C. Yates, instructor in the high school section of the Correspondence School Branch, has been appointed supervisor of Examinations Branch, Department of Education.

Michael G. Gault, superintendent at large, was instructor in agriculture at the Red Deer Composite High School last year and will give the department special assistance in the field of agricultural education. He holds B.S.A. and B.Ed. degrees.

A. E. Kunst, superintendent of schools for Castor School Division, was principal of schools at Brooks last year. He holds B.A. and B.Ed. degrees from the University of Alberta.

L. Doyal Nelson, principal of schools at Nobleford for the past three years, has been appointed superintendent of schools for the Foremost School Division. He has his M.Ed. from the University of Alberta and his special studies have included educational administration and statistics.



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TRY THIS 1801 PROBLEM ON YOUR 1953 PUPILS

Mrs. Luella Bower of Greenville, Mich., after reading the problem taken from a 1721 mathematics notebook (*The Education Digest*, Dec., 1952) submitted the following prize problem taken from her copy of *The Tutor's Guide* by Charles Vyse, revised eleventh edition published in 1801.

A person dying left his wife with

child and making his will ordered that if she went with a son, $\frac{2}{3}$ of the estate should belong to him and the remainder to his mother; and, if she went with a daughter, he appointed the mother $\frac{2}{3}$ and the girl $\frac{1}{3}$. But it happened that she was delivered both of a son and a daughter, by which she lost in equity £2,000 more than if it had been only a girl. What would have been her dowry had she only had a son?

"Sorry," Mrs. Bower writes, "no answer book is included. You'll have to figure it out for yourself."

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TRF

The end of the financial year of the Teacher's Retirement Fund is August 31 and on Friday, August 28, the TRF staff clipped coupons and arranged the bonds for the convenience of the auditors. The fund is now over nine million dollars.

CONSULTATION

On Tuesday, September 1, Lars Olson and I met with Hon. Anders O. Aalborg and Dr. W. H. Swift to discuss the Alberta Teachers' Association representation on the General Curriculum Committee. No decision was reached.

In the afternoon, the executive officers of the Association met with Dr. G. M. Dunlop, to receive a report on the proposed organization of the Alberta Institute of Educational Research.

D. M. SULLIVAN RETIRES

On Friday, September 4, Mrs. Ansley and I were guests at a banquet of over a hundred, to honour "D.M.", as he is known all over Alberta, on his retirement. The guests were from the Department of Education, Superintendents' staff, from the Trustees' Association, and from the Teachers' Association. Both Mrs. Ansley and I are old pupils of D.M.'s and were more than delighted to be invited to this banquet. D.M. has had a distinguished career as a teacher and principal in Medicine Hat, as school inspector, and as registrar of the Department. On behalf of hundreds of D.M.'s old pupils and his colleagues in the teaching profession, I wish to extend to Mr. and Mrs. Sullivan our very best wishes.

RES

Miss Barss, Mr. Seymour, and I attended a workshop at Saskatoon for the staffs of the association magazines of the four western provinces. Gib Eamer and Ken Cooper, of the Saskatchewan Teachers' Federation, acted as hosts and made arrangements for the two-day workshop. Otto M. Forkert, of Chicago, on the staff of RES, was the consultant.

This workshop was limited to typography and layout of magazines.

Actuarial Survey, TRF

From Saskatoon, I went to Toronto to meet with Laurence Coward and Alan Pierce to discuss the actuarial survey and the questions which were submitted to our actuary by the Annual General Meeting and the Executive Council.

Canadian Education Association

Frank Edwards and I attended the annual conference of the Canadian Education Association at Halifax, which was held September fourteenth to seventeenth inclusive.

The first day was devoted to reports on teacher training made by representatives of the four sectional groups, which held meetings last spring. The western group met in Saskatoon and, apparently, had the only worthwhile meeting of the four groups. It was agreed that Canada should have a national certificate, but there was some doubt if it should be after two years of training beyond matriculation, or after four years.

A large majority was in favour of having all teacher training in the university, as we have in Alberta.

"Teacher participation in Curriculum Planning," was dealt with thoroughly under the chairmanship of Dr. O. V. B. Miller of New Brunswick. It was learned that curriculum making in Canada is handled in one of three ways. The first might be called a "dictator" plan, where the Department of Education controls everything. The second might be called the "pyramid" or "soviet" system where departmental committees make the curriculum with the assistance of representatives of teachers' associations, trustees' associations, and other groups as called upon. The third might be called the "democratic" way. It gives the teachers the responsibility for curriculum making, if they ask for it, subject to approval by the department.

Groups of teachers in Ontario and Protestant teachers in Quebec have already made their own curricula for certain subjects. It is my firm conviction that teaching in Alberta will not be a profession until the teachers are given full responsibility for the curriculum.

Recruiting of teachers, guidance, adult education, and the Kellogg survey were also discussed.

I was disappointed in the report "Trends in Education," which made no reference to larger units of administration, teacher training in the universities, curriculum making, and decentralization of authority in school systems.

